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ABSTRACT

Results are presented of several United Nations Educational, Scientific, and Cultural Organization (UNESCO) projects designed to investigate the needs of continuous-learning- oriented teacher education. The discussion is conducted from an international perspective. The document, divided in three chapters and four appendices, begins with an outline of the overall project. Chapter Two explores the new roles of teachers, the influence on teacher education personnel, and the developing profiles, functions, tasks, and competencies demanded of educators within the lifelong learning context. The third chapter deals with the educational components particularly targeted toward lifelong education necessary to an effective teacher education program. Appendices include draft guidelines for model teacher education systems, a general framework for the preparation of designs for such case studies, a tentative reporting outline for a case study, and criteria for the selection of suitable teacher education institutions. (LH)

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UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Preparation of Educational personnel In the framework of Lifelong education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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May 1978

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PREPARATION OF EDUCATIONAL PERSONNEL

IN THE FRAMEWORK OF LIFE-LONG EDUCATION

INTRODUCTION

I - Project outline

II - New roles of teachers and their influence on the preparation of educational personnel

a) New profiles and functions
b) New tasks and competencies

III - Life-long education components in a teacher preparation system or institution.

APPENDICES

I - Draft guidelines for case studies of systems or institutions for the preparation of educational personnel.

II - A general framework for the preparation of designs for case studies

III - A tentative reporting outline for a case study

IV - Criteria for the selection of suitable institutions

INTRODUCTION (1)

Although lifelong education is increasingly regarded as an important principle in the development of contemporary education, the meaning of the term is not always clear, apart from the aspect which is obvious from the label lifelong education. This is scarcely surprising, since the term has been used in a variety of ways in the past, and many practices have been justified on the grounds that they involve lifelong education. However, clarification of what is meant by the term has taken place in recent years, and a more refined understanding has emerged. As a result, it has become possible to make concrete suggestions as to how lifelong education in the day-to-day practice of education in its various phases and aspects should be applied.

Realizing that the teacher-learner relationship will remain in the centre of the educational process, and therefore better preparation of educational personnel constitutes one of the essential factors of educational development and an important condition for any innovation in education, attempts have been made by UNESCO to arrive at a better understanding of the particular role and functions of teachers, as well as of desirable teacher education practices within the overall framework of lifelong education.

One of the agencies involved in this process has been the Unesco Institute for Education, Hamburg (UIE). During the course of its research programme, the UIE entred into a project jointly undertaken with the Division of Higher Education and the Training of Educational Personnel (HEP) of the Unesco Secretariat in Paris, and the International Bureau of Education (IBE) in Geneva. Documents were prepared to assist in the planning and conduct of the project, a description of which can be found in the first document reproduced here. It is in fact these documents, together with an additional chapter on "New profiles and functions for teachers : their influence on the training of educational personnel", which comprise the bulk of the present brochure.

The brochure contains the following chapters :

I - Project outline

II - New roles of teachers and their influence on the preparation of educational personnel

a) New profiles and functions
b) New tasks and competencies

III - Lifelong education components in a teacher preparation system or institution

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(1) This publication was prepared under the responsibility of the Division of Higher Education and Training of Educational Personnel, Unesco, which contracted the services of Mr. P. Sachsenmeier to this purpose.

Appendices

I - Draft guidelines for case studies of systems or institutions for the preparation of educational personnel.

II - A general framework for the preparation of designs for case studies.

III - A tentative reporting outline for a case study.

IV - Criteria for the selection of suitable institutions.

Chapters I, II and III refer specifically to what is meant by lifelong education, especially in the context of teacher education. Chapter III in particular divides teacher training into a number of areas such as "curriculum objectives and content" or "teaching and learning methodology" (this is done merely for convenience sake, and is not an attempt to analyse the dimensions of teacher training), and then gives many examples of what lifelong education implies for these aspects of teacher training (again the examples cited are meant to be illustrative, not to constitute an exhaustive analysis of each of the areas defined).

Appendices I, II, III and IV by contrast, are concerned not with lifelong education but with the conduct of a case study in the context of lifelong education. The appendices differ from each other in that II concentrates on the preparation of a project design or plan of work before the commencement of a case study, I is concerned with what information about a teacher training system or institution could be obtained during the conduct of the case study, and III concentrates on how to go about writing a final report once data of the kind suggested in I have been gathered. In all cases, the document is suggestive and illustrative only, not exhaustive or definitive.

The substance of the various chapters was used in the form of working papers for two planning meetings ; one held in Paris in May 1977 and attended by representatives of Unesco Regional Offices for Africa, Asia, Latin America and Arab States, and the second held in Hamburg and attended by representatives of four teacher training institutions in Australia, Denmark, France and Poland. More details of the project can be found in the various chapters, which follow this introduction.

One of the main reasons for circulating the document is to make available to a wider audience knowledge about the work done in the area of lifelong education by the agencies involved in the project. This would make it possible for interested people to seek more details if they wished to. The document will also hopefully help in establishing contacts with teacher training institutions or systems working along the general lines of lifelong education, even if they did not originally adopt their particular approach with lifelong education in mind. Associated with this goal is the possible usefulness of the documents for helping planners, innovators and teacher educators recognize previously unnoticed links between existing practices and lifelong education, with a view to strengthening, refining and extending those practices as a result of placing them within a specific context. The document may also be useful to people who wish to carry out studies of ongoing educational systems.

The document also seems to have a potential use for educators who are already familiar with the principles of lifelong education and are consciously interested in adopting them in teacher training. In some regions and some societies there may be a shortage of background theoretical materials on lifelong education, and more importantly of practical examples and guidelines for developing practices in teacher training consistent with the principles of lifelong education.

The documents presented here seem to be capable of making a contribution in this area.

In introducing the document, it is necessary to state specifically how it was originally intended to be used, what its limitations are, and what they are not. Otherwise too much may be expected of them, or they may be criticized for failing to fulfil purposes never intended for them. It was prepared as a set of working papers for a meeting, and were intended merely to serve as background material to stimulate discussions. For this reason, they are examplary and illustrative only, and are presented in the form of notes. This means that they are not exhaustive, neither in the areas that they cover, nor in the treatment of the areas with which they are concerned - the instances listed are merely examples to illustrate kinds or forms or even directions in teacher training practices.

It should also be noted that the various analyses of lifelong education contained in the document are not arranged in any order of precedence, and that not all the aspects of teacher training discussed are regarded as of equal importance. Similarly, some of the examples and illustrations are less appropriate for some societies than for others. Finally, it is important that all the documents be read as a set. They are meant to extend and clarify each other, not to stand alone, either independently of each other or independently of associated verbal discussion and clarification.

They are meant to aid in transmitting a practical "feel" for what would take place in a teacher training institution or system operating along the lines of lifelong education, and to give concrete guidance to people wishing to make case studies. They are expected to be supplemented by the ingenuity and creativity of those who used them. Treated in this way, it is hoped that the document will provide practical help to people who desire it.

I PROJECT OUTLINE (*)

Background

The 35th International Conference of Education, organised by Unesco in 1975, studied among others, the changing role of the teacher and its influence on preparation for the profession and in in-service training. The recommendations of this conference were incorporated in Unesco's next medium term plan for teacher education (1977-82), which is guided by three major principles:

a) the training of educational personnel should play a significant role in educational innovation;

b) pre-service training is only the first stage in a continuous process;

c) principles for training should be worked out on the basis of the practical experiences acquired within the framework of the diverse educational reforms carried out in the various member states of Unesco.

The quantitative and qualitative developments taking place in education in most countries, together with the increasing constraints being experiences in connection with the expansion of educational systems, are resulting in the search for services which are more flexible, better articulated and more economical. Lifelong education has been suggested as an innovation which is capable of meeting these requirements. Nonetheless, irrespective of the form which innovations take , the learner-teacher relationship will always remain one of the key factor in educational services. The nature and modalities of the functions to be performed by teachers will be influenced by developments both within and outside educational institutions. However, recognition of education as a lifelong process has brought with it increasing awareness that its implications must also be taken into account when considering reforms in teacher training.

Participants and expected outcomes

This study is a cooperative enterprise of several institutions, which share a common interest in the field of teacher education.

The following participants and sponsors are associated with this study:

a) Division of Higher Education and Training of Educational Personnel of Unesco (HEP)

b) International Bureau of Education, Geneva (IBE);

c) Four Unesco Regional Offices;

d) 12 selected teacher education institutions;

e) Unesco Institute for Education, Hamburg (UIE)

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* This chapter does not reproduce the whole of the original project design

HEP, as the initiator of the project, is interested in securing a firm empirical basis for its advisory function in the area of teacher education. Its participation in the project falls within the surveys, foreseen for the biennium 1977/78, of actions taken by member states of Unesco to follow up the Recommendations adopted by the 35th International Conference on Education as they concern the policies for the training of educational personnel in the perspective of lifelong education. These Recommendations are aimed at the systematic complementarity of initial training and in-service training and their enlargement to all categories of personnel concerned with educational actions.

For the IBE, the study will form a significant contribution to its current programme related to documentation and dissemination of information on educational innovations, which involves the preparation of case studies on innovatory projects and experiments, inventories of national experience and comparative studies of wide coverage.

Taking into account the leading role assigned to Regional Offices in providing Unesco member states with advisory and supporting services, the project will provide the opportunity for an analysis of a selected number of programmes and practices in teacher education in their respective regions, as well as comparison with related experiments in other regions.

The teacher education systems or institutions involved in the case studies will be provided with an opportunity to analyse and appraise their experiences from a wider view point than the purely local angle, often very much concerned with immediate needs. Conceived within an international and comprehensive framework, the case studies will help to promote an awareness of new aspects, alternative solutions and possible pitfalls. They will also provide an opportunity to view the varying experience of other countries, and may lead to a helpful exchange of information.

For the UIE, the cross-analysis of the cases will form a step forward towards the conceptual clarification of the principles of lifelong education, and towards the identification of their implications, when applied in the field of teacher education.

Objectives and scopes

The overall aim of the present project is to provide knowledge, which may facilitate decision-making at the various policy and operational levels, when attemps are being made to adapt teacher training to educational changes, particularly as implied by the principles of lifelong education.

The project is expected to contribute to the development of theoretical principles, to the identification of structural schemes and operational patterns and to the collection of practical suggestions, which are emerging from current innovations connected with teacher education. On the basis of the analysis of a limited number of institutions, the project will therefore:

a) present examples of current teacher training practices, which may be considered to be in line with the principles of lifelong education. Without having the normative character of "models", these examples will illustrate operational aspects as well as clarify theoretical questions of teacher education.

b) identify conclusions, theoretical as well as practical, which may be drawn from the cases studied and used as guidelines in any attemps to introduce innovations into teacher education.

The scope of the project is broad enough to cover a large range of educational staff, with no restrictions in terms of functions (formal or non-formal teaching), areas of specialisation, status (resulting from levels and fields of competence), modalities of training (as conditioned by entrance requirements and length of training), etc. It will, however, concentrate on initial and in-service teacher training for primary and secondary levels, conceived as a continuous process.

Methodological considerations

Without entering into a detailed discussion of the methodological aspects of the various phases of the study, some basic principles may be stated as guiding the whole project.

The project involves a two way process: from the abstract idea of lifelong education and its theoretically deduced implications for the training of teachers down to the selected teacher training systems or institutions, and from these examples back to the theoretically deduced implications and the abstract idea of lifelong education. The working assumptions as well as the categories of analysis to be used in the study of the institutions are arrived at through the theoretical part of the process. The empirical phase supplies specifications for a more detailed clarification of teacher education in the perspective of lifelong education and for the identification of ways and means for its implementation. The outcome of the empirical phase, partially achieved through the individual studies, is reinforced by the cross-analysis of the twelve cases, in as much as this will bring out conceptual nuances and indicate practices which complement each other and which may, within certain limits, have a validating effect on the initial working assumptions.

The whole project implies therefore three major tasks:

a) Preliminary identification of the implications of lifelong education for the training of education personnel.

b) The study of twelve teacher training systems or institutions.

c) The cross-analysis of the twelve case studies.

a) Implications of Lifelong Education for Teacher Training:

The existing litterature shows that Lifelong Education encompasses a large number of principles, some traditionally accepted and others of a more recent origin. An exploratory study conducted by the UIE, with a view to establishing a working instrument, has led to the definition of about 20 characteristics, which seem to be the most salient and generally recognised features of Lifelong Education. For simplicity's sake, these may be grouped together into a set of eight "clusters", as follows:

1. Totality, or viewing education in all its forms and manifestations.

2. Integration, or coordination of educational options available at any given point in time, viewing these in relation to the whole lifespan of an individual.

3. Flexibility, or variety and diversity of educational content, modes of learning and time of learning.

4. Democratisation, or free access to educational opportunities for all members of the community.

5. Opportunity and Motivation, comprising societal and personal prerequisites for the development of Lifelong Education.

6. Educability, or the central goal in the development of the individual, implying a wider concept than "learning to learn" and including skills of learning and inter-learning, the ability to select and use the appropriate means and media for learning and sharing enlightenment, skills in self-evaluation and cooperative assessment, and above all the readiness to change and improve on the basis of learning, sharing and evaluation.

7. Operational Modality, or the recognition that education can be carried out through formal, non-formal and informal channels and that the quality of learning is measured in its own terms rather than in terms of the means by which it was acquired.

8. Quality of Life and Learning, or the recognition that the central societal function of education is that of developing human potential to the full.

The process of teacher training in the perspective of lifelong education can only be fully achieved through the development of systems encompassing a variety of structures, including not only institutional aspects, but also settings, processes and activities of initial and further training whose methods and forms are diversified both in time and in location.

The implications of these principles for teacher education may, to a certain extent, be logically deduced. A number of these have been collected, for illustrative purposes, in Chapter III : Lifelong Education Components in a Teacher Training System or Institution (originally, Document 4.15/3 of the project).

b) Analysis of Selected National Cases in the Area of Teacher Training: The twelve case studies selected on the basis of their relevance to the overall project, their coverage of a broad range of innovative practices, their regional diversity and the availability of staff, time and resources, are not isolated and self-contained studies. Their major procedural characteristics is the selective focus used for the analysis of the case. While including all those aspects which allow a thorough and complete understanding of the case itself, as in any descriptive-analytical research project, the study will concentrate on those features which illustrate the implications of lifelong education for teacher education. The studies therefore, while adapted to the individual characteristics of each case, will share a common understanding of the idea of lifelong education and the common aid of contributing to the elucidation of its implications for teacher training. To achieve the application of common procedure, in spite of the diverse characteristics of the cases, the reader is invited to refer to the following appendices :

App. I Draft Guide-lines for Case Studies of Systems or Institutions for the Training of Educational Personnel (originally, Doc. 4.15/4)

App. II General Framework for the Preparation of Research Designs for Case Studies (originally, Doc. 4.15/5)

App. III Reporting Outline (Originally, Doc. 4.15/8)

c) Cross-Analysis: The analysis of the outcomes of the twelve case studies aims at the integration and articulation of the isolated findings in a body of empirical knowledge possessing a wider coverage, precision and clarity than the one used as a starting point for the project. The cross-analysis does not imply a comparison of the values and limitations of the practices case studied. It will, therefore, not involve a comparative analysis on the basis of pre-defined outcomes assumed to be obtained by all of them and measured through common but conveniently adapted instruments, leading to quantitatively comparable data.

On the more formal level, such personnel would include librarians, education officers and others in professional associations, training personnel in unions, parties, factories, or the armed forces, social workers, counsellors but also doctors, dentists, chemists, as well as supporting professions, such as teachers' aides, educational personnel with special qualifications for children with speech defects or delinquent children or backward and disabled children, school psychologists, teacher-training consultants, rural extension workers, specialists in educational technologies, school directors, inspectors and supervisors, youth leaders, and personnel involved in various forms of out-of-school activities.

Additional to these more formal professions all of which have a contribution to make to education, there also exists an in-formal, non-professional network of persons, as part of life itself. This network operates on the basis of inter-personal learning. Such learning occurs in all relationships, both among children and adults. Examples of this may be peer-age learning among children, but also learning and teaching at the place of work, among colleagues and co-workers, in societies, clubs, unions, places of recreation, and many other settings where people learn from each other.

Much learning also goes on inside the family. Seen from this point of view, lifelong learning has always occured, and all people may be conceptualized both as teachers and as learners, since they all participate in the learning and teaching networks of which life is composed.

2. Implications of lifelong education for the roles and functions of teachers

Traditionally, teachers have been conceived as the only legitimate, authoritative source of knowledge, as the transmitters and communicators as well as interpreters of such knowledge, and as the only legitimate evaluators of the outcomes of the learning processes their pupils underwent.

The implications of lifelong education, however, indicate that teachers will have to move away from the familiar role whereby they set the objectives of what children ought to know, present or provide certain experiences for the transmission of the knowledge, and then evaluate the outcomes in terms of their own objectives. A lifelong education curriculum will be much more concerned with the structures and forms of knowledge, and with the process of acquistion of knowledge, rather than with the acquisition of certain segments of such knowledge.

Thus, teachers will have to become facilitators and guides for their learners, fostering mastery of the general principles of education rather than presenting information to be digested and reproduced. They will have to help lifelong learners in the acquisition of basic skills of locating and identifying useful and appropriate information as well as communication skills coupled with the abilities to plan one's own learning process, set one's own objectives, and to assess one's own achievement in terms of self-imposed rather than externally imposed goals (self-evaluation).

For the teachers, this implies also that within a lifelong education system, there will have to be a shift away from presently over-emphasized factual learning to the acquisition of socalled learn-how-to-learn skills and attitudes. This implies, in turn, a new role for the teachers, who will be agents of change, but also knowledge-brokers, facilitators of learning, counsellors, social catalysts, coordinators of various non-formal and informal agencies outside the classroom, social education workers, resource guides, and, above all, people who attempt to generate lifelong learning in others.

II. NEW ROLES OF TEACHERS AND THEIR INFLUENCE ON THE PREPARATION OF EDUCATIONAL PERSONNEL (*)

A. New profiles and functions

This chapter attempts to provide readers with an overview of the new profiles, roles and notions regarding teachers as seen from the perspective of lifelong education, and then goes on to formulate some tentative suggestions about the education and training which such teachers would have to receive.

It has been widely accepted in principle that the traditional roles and functions of teachers have to be modified in order to adapt them to the new requirements of rapidly changing societies in both advanced and developing countries. Such adaptation appears to be of particular importance since the training which teachers receive is reflected in the education they give, and there is evidence that the effects of this education extend into the working lives of the pupils which these teachers have taught, i.e. adults of the early 21st century will have passed through the hands of teachers and other specialists trained in the next few years. Realizing the importance of teachers and other educational personnel, more and more attempts are being made to include them - together with parents and the community at large - in the planning and implementation of educational innovations. At the same time, the training of educational personnel is undergoing major changes and modifications in many countries.

The report of the International Committee on the Development of Education (1) advocated lifelong education as the alternative master principle for education, capable of dealing with the various kinds of problems which have arisen in the educational system all over the world. However, lifelong education as a working concept presents certain difficulties since it consists not so much of an elaborate, coherent educational theory but rather of a set of interrelated ideas.

At the same time, lifelong is only one aspect of the concept of lifelong education; another aspect being a lifewide dimension which implies an interaction between education and social, economic and cultural environment.

1. Toward a broader concept of "The leading function"

One of the assumptions being questioned within the framework of lifelong education is the narrow concept of "teacher" itself. If one goes beyond the usual definition of the professional teacher, one soon realizes that contemporary societies contain many other persons who act as teachers and convey some kind of skills, attitudes, values or knowledge, quite separately from the schools. In fact, life of an individual is a dynamic process in which constant learning takes place in various forms.

(*) This chapter relates only partially to Reference Paper 3 prepared for the project.

(1) Learning to be, Unesco, 1972.

Such new roles are implicit in the first major principle of lifelong education, namely verticle integration: education going on throughout life. This first principle presupposes that learning occurs throughout life in a normal and natural way, in much the same way as physical and personal development; that lifelong education should be an integrated and coordinated process going on throughout life.

The second major principle of lifelong education is that of horizontal integration, the linking of education and life. This principle has in fact led somebody to use the term lifewide education. Horizontal integration implies that education goes on through a variety of courses, through interaction with other people, through interaction with other social groups, through many sources of knowledge outside the classroom. This is one of the often unrecognized and unacknowledged areas of educational potential. Lifelong education would tend to identify, recognize and improve persons, processes, structures and organizations having educational potential. Such horizontal integration implies new roles for the schools; first and foremost, that there should be full and continuous interaction between school and society.

Not only should the various elements of the societies and the communities engage in the process of changing educational policies, teachers and pupils should be engaged in a continuous encounter with the world outside the school. Horizontal integration also implies that the teachers will have to adjust their roles vis-à-vis other professions, and become members in a network of knowledge brokering, counselling and other functions, such as social workers, family (learning visitors, vocational guidance experts, contributors to other teachers' lifelong, experts in communication, and at the same time interact and work with parents, other citizens, and community leaders. The participation of such diversified personnel in educational process may show the value of a contribution of people with specialized knowledge not hitherto recognized as professional teachers.

Horizontal integration also implies a changed relationship among teachers and pupils, whereby the teachers become animators of the learning process, and often co-learners.

In order to be able to enter into such relationships, teachers will have to have good communication skills, as well as a greater understanding and awareness of the social condition of their pupils. As co-learners and colleagues, teachers would still be recognized as having special knowledge, but at the same time special responsibility for making it available to learners.

The third important principle of lifelong education is that the prerequisites of learning, the means for lifelong education, should be provided, i.e. the necessary motives, values and attitudes as well as appropriate learning skills.

Teachers in their new roles should have mastered certain skills and techniques themselves, including those through which knowledge is obtained. Lifelong education teachers should be familiar with a wide range of learning modes, including such activities as group-learning, interlearning, selflearning, and would be skilled at using innovative forms and effective methods lf learning. At the same time, they would themselves be an a position to judge as to how useful and appropriate to a particular problem certain segments of knowledge would be thus maintaining an inquiring, questioning and critical attitude of mind. At the same time, they would be able to recognize the principle of unity among the various areas of knowledge and the different subjects of study. They would themselves possess the ability of self-criticism and self-evaluation, and the skills of "learning to improve".

Regarding communication skills, not only would lifelong educated teachers attempts to communicate with their pupils in a readily comprehensible form but they would also accomplish their skills in alternative modes of communication, through the use of media, play, drama, and many others. Teachers would also have to be lifelong learners themselves, possessing not only an understanding of the concept of lifelong education and its application in various areas, but also the personal as well as the professional skills, attitudes and values of life long learners. This implies, among others, that they would be conversant and skilled in co-learning activities, practise self-directed and self-initiated learning and be active in the promotion of such activities among their colleagues, peers, and pupils.

Lifelong education teachers would be strongly aware of and utilize the potential of the horizontal element in education, i.e. the home and families, the mass media, social and cultural activities, as well as the community at large, while recognizing the importance of the school as a provider of basic education as only a stage within a lifelong and lifewide education process.

3. The implications of lifelong education for the preparation of educational personnel.

A number of implications have already been spelled out, in Chapter 3, in the way of examples for areas such as curriculum, methodology, evaluation structures and organization, teaching practice and staffing. This section, therefore, presents only a condensed overview.

Integration of pre and in-service education. Above all, it is important to point out that the principle of vertical integration implies a continuum of teacher education, whereby initial and in-service training are no longer seen as separate but as parts of an integrated process of lifelong and lifewide education. In this context, it may be important to stress that we are talking of an entire system of lifewide training for teachers, rather than of a narrowly based concept of pre and in-service education at specialised institutions, such as training colleges. The place of work as well as certain forms of professional interaction may have to play an important part in this respect; the same holds for processes and modes of self-learning and group learning. Such modes of education would often consist in the tackling of concrete problems, with or without guidance and help from external resource persons.

The following statements are of a general nature, and concern various aspects of a teacher education system or institution, and how such aspects might be influenced by lifelong education. With regard to curriculum objectives and structures, there appear to be three main ideas from which a whole host of others follow. The first is that teachers would have to have some knowledge about lifelong education as a theory and as a working concept. The second is that the curriculum of a teacher education system will have to foster lifelong education skills, values and attitudes. The third is that such a curriculum will have to make participants aware of the various broad areas of learning which exist, and to help them in the application of these to their own teaching. One aspect often overlooked is that, if one wishes to integrate teacher education with society and national development, then all appropriate forces of the society concerned should be involved in the definition of aims and objectives of education and consequently of teacher education. In this definition of purposes and objectives, teachers should also take a responsible part.

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B. New tasks and competencies

The previous chapters only relate to theoretical aspects, and therefore only present an initial, untested stage in a larger project, it seems important however to point out already now some specific practices which have been found workeable by others, and which are relevant to lifelong education. In so short a presentation only a limited number of considerations, techniques and practices can be outlined, others have been left out mainly because they are widely practiced and their intrinsic value in teacher education is already well known.

It has often been stressed that effective teachers employ a variety of styles and methods; therefore, while it is also recognized that a common core of competency may exist (Lynch, 1977), differences in teachers attitudes, personalities, tasks and situational contexts preclude the definition of a single set of requirements for all teachers (Walker et al., 1976). In fact, effective teachers are those with the ability to combine personal creativity with the ability to collaborate with others in an innovative rather than imitative fashion. Such a statement represents a call for a flexible, non-prescriptive approach, especially in view of the fact that societies and schools with them change at an ever-increasing pace, and teachers cannot hope to have developed all of the present and future competencies required at any set point in time. However, there is at least one condition helping educators to fulfill their tasks in response to the needs of their clientele: teacher trainers, teachers and students alike will be more effective when they know the objectives, goals and tasks towards which they are working.

Teachers and Innovations : there appears to be a trend away from the centre - periphery model of innovations towards a reality where the teacher is no longer styled as a mechanic receiver and disseminator of innovations (which on the long way to him on her have lost in clarity and quality) but rather as an active participant with a proper contribution of his own. In such circumstances, negotiation of curriculum innovations becomes the key element in educational change rather than mere dissemination (Walker et al., 1976); (IBE, 1975). Teachers will again have to have special knowledge and skills in order to be able to cope with this situation.

It is well worth mentioning that innovations are not always a positive factor in the professional lives of teachers; they also bring with them certain disadvantages, such as an increased workload, an initial undermining of confidence and competence. They often make teachers unpopular with colleagues who mistrust their motivation or are jealous of them because of sometimes favourable reallocation of resources, or feel threatened by their ideas. Finally, innovations may even represent a career risk for the teachers involved since sometimes they imply a departure from the subject specialist structure, or since the values implied in the innovation threaten the establishment, or simply because the innovations imply extensive work with pupils of limited ability, something not very highly regarded in terms of professional status in many countries.

Pre and In-service Education: Principles and Methods. Lifelong education makes some assumptions about learning which transcend the classical distinction between pre and in-service education. One of these is the notion of self-direction, i.e. learning should be related to the actual needs and wishes of the learners. Another is that learning-how-to-learn is more important than acquiring factual knowledge. Yet another, that

As concerns teaching/learning methodology in a lifelong education teacher training system or institution, there would be emphasis on a variety of methods, and the acquisition of a wide range of skills, well beyond traditional procedures. An important concept in the area of methodology would be learning from real life, i.e. using the community as a resource for learning. There would also be opportunities for living the various roles of lifelong education teacher, including the concrete tackling and overcoming of various problems.

Regarding evaluation, one of the main principles in lifelong education is that this should be formative rather than summative, and allow for the assessment of self-imposed rather than externally imposed goals, while at the same time facilitating corrective steps. A second important idea in this context is that there should also be opportunities for the evaluation of learning environments as to whether they are appropriate and adequate for the tasks in mind. This obviously also implies that there should be in-built mechanisms for changing learning environments, too. A third idea in the area of evaluation stresses the importance for the lifelong learner to be able to judge and evaluate the usefulness and appropriateness of particular kinds of knowledge, in terms of his own needs and situation. A fourth important idea is that learning should be evaluated in terms of competencies acquired, i.e. learning should not be conceptualized in terms of formal diplomas and certificates.

Structures and organization have already been dealt with, to some measure, in other paragraphs. However, it may be worthwhile to reiterate some key ideas for this area, namely: a) that there should be structural and organizational support for various ways of learning and skill acquisition; b) that express provision should be made to ensure links horizontally, i.e. with the community at large, and within the context of national development; and c) that provision should be made for the integration of pre and in-service training of educational personnel.

As regards staffing, the main ideas include, a) that instructors, i.e. the teacher educators, should themselves possess the necessary skills, attitudes and values of lifelong learners; b) that through the provision of various kinds of staff, horizontal integration and adequate linkage between the various educational agencies should be ensured, and c) that there has to be commitment to and involvement with lifelong education, including the administrators and supervisors of teacher education systems or institutions. If need be, adequate measures will have to be taken to involve both teacher educators as well as administrators in a process of training for lifelong education. Teacher educators are particularly important here, since the intentions to improve or reform the education of teachers and their practical realization will to a large extent depend on their personal and professional qualities and initiatives, and their attitudes towards innovations and lifelong education.

Another important aspect to be considered here is teaching practice. Within a lifelong education system, practice teaching (involving the various applications of the roles of the lifelong education teacher) would not only occur at the initial stage, but precautions would be taken to ensure that teachers at various times in their careers should have access to becoming familiar with certain skills and techniques needed at a particular time. Some important ideas in this context are a) that theory and practice should be linked in a coherent and appropriate relationship, b) that students and serving teachers should be given an opportunity of "living" the various roles of the lifelong education teacher, in a variety of settings, and c) that provision should be made for a wide range of practical activities requiring concrete problem-solving, lifelong education skills, while de-emphasizing simulation.

self-evaluation is one of the basic prerequisites for the development of autonomy and for the ability to be a lifelong learner(this also implies that - as a matter of course - all learners should be given opportunities to practice and master self-evaluation).

With regard to in-service training (but also of importance for preservice education) a number of effective approaches can be identified, including demands that

i) in-service training should be more school-based, on-the-job, rather than purely academic;
ii) in-service education should be related to innovations;
iii) in-service training should be directed at working group (a department, team, or a whole school), rather than at individuals (ATEC 1977, especially the section on in-service education);
iv) more use should be made of a whole range of available consultants, resource persons and agencies, such as inspectors, teachers centres, teacher leaders, etc. (UNESCO/BIE 1975; Lynch, 1977);
v) attention should be given to comprehensive policies of staff development, i.e. while providing opportunities for individuals, the overall effectiveness of the system should be kept in mind. This requires a rather broader concept than the traditional course-based individualistic in-service training whereby the total of the staff of a school develop their skills and competencies collectively or as a group; the activities may be more or less formal (Sachsenmeier, 1978).

Some other approaches which have been found to work well, and which relate to certain key elements of lifelong education as described earlier, include training at an educational establishment dissimilar to the teacher's own; the use of various forms of simulation and actual field experiences in participatory workshops which make it less likely that the teachers remain passive recipents; the use of experimental work with feedback from a teacher's centre or from resource persons or agencies; meetings of different age groups of teachers; the development of school-based curricula, i.e. a group of teachers working on innovations in their own schools. It is only appropriate to stress that in-service training ought to be provided not only for teachers, but also for instructors.

A number of techniques have been developed over the years which use self-evaluation and group-evaluation for the improvement of teaching and learning; these include self-monitoring and triangulation as well as scaled-down simulation as, for example, in mini-courses. Triangulation, i.e. the monitoring of the teaching learning process by the teacher, the pupils and a participant-observer is seen as a method helping students and serving teachers develop self-monitoring abilities, as well as towards being able to share their problems with others. The pattern of work in triangulation (Walker et al., 1976) moves from the least to the most "threatening". At first, teachers listen to or view a recording of their teaching situation. Then, as a second step, they listen to or view a recording and then systematically try to note the salient patterns in their classroom behaviours. Third, they undertake step 2 and consequently enter into dialogue with a participant-observer. Fourth, a pupil joins in and a discussion of more or less general nature about pedagogic values is conducted. Fifth, triangulation is controlled by the teacher. At the end of this process, teachers should be able to act as participant observers in each others classrooms. The drawback in this approach, as pointed out by Walker et al. (1976), is that in most educational systems there is an evident lack of resource persons who could sustain such participant-observer support at the level required.

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Practical observations and theorizing as described by Gage/Berliner (1975) and Walker et al. (1976) have led to some interesting hypotheses and ideas, including the statement -"the more a teacher's personal identity becomes linked with his class room role, the greater his ability to tolerate losses in self esteem" (such losses tend to occur as a result of self-monitoring). - It appears that within traditional career structures self-monitoring abilities linked to actual classroom practice are not prized very highly; moving up the career ladder in most educational systems implies a move into administrative roles. Therefore, some rethinking of widely practiced career structures appears to be necessary in order to encourage classroom related rather than administrative functions of teachers. Another recognized outcome of self-monitoring is the realization of the dilemma between protecting self-directed learning and pursuing preconceived learning outcomes. However, and most important of all, it appears that the teachers most able at self-monitoring are also the most likely to bring about basic changes in their classroom practice.

Use of scaled down situations. It is generally accepted that performance of new teaching techniques is greatly enhanced and facilitated if practiced in a simplified yet realistic environment. Microteaching is a well-known technique using fewer learners and shorther time periods thereby allowing to pay particular attention to the features of the new technique or skill to be acquired while not distracting through the many other features of the regular classroom. Another device of great help, potentially, in both pre and in-service education, are Minicourses (cf. Gage/Berliner, 1975; Unit 30), self-contained packages of teacher training materials to be applied by the teacher himself. They aim at improving a particular skill, or a set of skills, such as questioning, organizing group work, developing self-learning etc. Minicourses are highly structured and include tests which show the effectiveness of the minicourse in changing the teachers' behaviour. A typical minicourse would consist of the following:

a) a model film showing the skill to be acquired, and how it works in various classrooms;

b) the trainee is then asked to identify the component skills, and is then

c) given a handbook providing further information.

d) The trainee is then asked to prepare a short lesson of between ten and twenty minutes duration providing pratice for the particular skill to be learnt. The groups to be taught will involve between four and ten students only. A videotape recording is made.

e) The trainee views his or her classroom behaviour and evaluates it with the help of forms provided with the minicourse kit.

f) Using the experience gained, the trainee then re-teaches the lesson to another small group of students. Again, a videotape recording is made, and the trainee also evaluates this performance.

As was the case with the triangulation method, minicourses also help towards the teacher's self-evaluation and observation skills, and aid them in changing their classroom behaviours whenever necessary or desirable.

A latter part of this presentation will be devoted to elaborating on some behaviours which either inhibit or help self-directed learning.

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Curriculum: Some General Considerations. According to our modern understanding, curriculum not only denotes the syllabi, but also, among other things, includes the preparation of materials, and consideration for appropriate teaching methodologies (Yoloye, 1978). It is in the latter field that teacher education needs particular attention.
In a simplified model, three teaching dimensions may be identified:
a) formal vs. informal;
b) structures vs. unstructured;
c) directed/guided vs. open-ended.
These three dimensions lead us to a variety of methodological approaches which teachers will have to be aware of, especially when they want to avoid inhibiting lifelong learning potential. Some of these approaches are characterised below (for a detailed discussion of these approaches and others, cf. Walker et al., 1976):

i) Formal-structured-guided: this approach tends to make learners intellectually dependent on the authority position of the instructor/teacher, since preconceived knowledge outcomes are pursued while not allowing for self-directed learning.
ii) Informal-structured-guided: here, no constraints are imposed on learners' abilities to use self-directed learning.
iii) Informal-unstructured-guided: In this approach, self-directed learning is protected while at the same time a positive influence is exerted on the learning process. However, this influence does not attempt to bring about preconceived learning outcomes.
iv) Informal-unstructured-open-ended: In this case, the teacher or instructor will neither pursue preconceived knowledge outcomes nor influence the learning process in a certain direction. He will simply restrict himself to protecting the self-direction of the learners.

Certain teaching behaviours appear to be inhibiting for self-directed learning. Therefore, teachers will have to take this into account when selecting the most appropriate methodology. Interviews with pupils collected and recorded by the teachers themselves may offer valuable hints as to how certain approaches are conceived of and reacted to. (Walker et al. 1976)

Self-directed learning is closely related to the development of confidence and emotional independence on the part of the learners (Cropley, 1977; Dave, 1973; Gage/Berliner, 1975). In order to encourage this, it may be necessary to employ open-ended rather than guided methods in any teaching/learning situation, and to change the unstructured-guided approaches only when learners have developed sufficient self-confidence in their own reasoning powers.

Language is an important indicator of the various possible attitudes of teachers to self-directed learning. Whenever teachers ask for an objective event to be explained this indicates concern for the subject matter whereas when they refer to the learners' own perception of things, i.e. their mental states and processes, this tends to indicate a concern with the learners' own perspective on subject matter, and a concern to encourage self-directed learning.

Teacher education will have to make provision for teachers and students (and instructors) to gain experience with various approaches, and to acquire the necessary skills and insights in order to be able to change their methodological approaches in accordance with learners' needs.

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Teaching/Learning Methodology: Aims and Methods. One of the foremost tasks of the lifelong education teacher would be to plan for variety and flexibility, and while keeping this aim in mind, to make appropriate choices regarding the formulation of educational objectives, the use of appropriate instructional resources and strategies, the arrangement of classrooms, as well as the acquisition of feedback from pupils, and the provision of feedback to them. - As Walker et al. (1976) found, teachers who are unprepared and unable to make choices in these areas will tend to resort to classroom recitation as the only method, thus effectively blocking their pupils from"learning-how-to-learn".

What are the alternatives to recitation ? These may cover a fairly wide range; for the purpose of this presentation, only a few have been assembled, and classified according to whether large groups, small groups or individuals only are involved. Active teaching/learning methods include.

a) in larger groups:

i) demonstrations by teacher or pupils/learners;
ii) oral reports of exploration projects by individual learners, or by a group of individuals;
iii) the use of media providing information (film, slides, radio, TV, etc., according to availability and appropriateness)
iv) field trips;
v) simulation games;
vi) action projects;
vii) the use of existing information networks (such as institutions, non-teachers and paraprofessionals, the community, etc.)

b) in small groups:

i) Role playing, dramatization and simulation games;
ii) debates among small groups, or pairs of learners;
iii) cross-age and peer-tutoring;
iv) discussions and finding solutions relative to assignments; re-examination of test-results;
v) acquisition of skills, e.g. those which need extensive practice; etc.

c) individually:

i) consulting other information sources, such as reference books, materials, institutions, persons;
ii) (supervised) self-study, with self-study materials; etc.

Self-education. The mention of self-study brings us back to a point considered extremely important from the point of view of lifelong education. This has also been recognized elsewhere, for example in the resolutions concerning the main functions of African education as formulated by the Conference of African Ministers of Education, Lagos, January/February 1976. For the purpose of this report, it appears important to stress that not only is it necessary for pupils to learn self-study techniques, but it is also important for the teacher to be able to continue self-education throughout his or her professional life. One outcome of such abilities could be that teachers would be in a position to continually update their knowledge.

One aspect often overlooked as a means of self-education is the involvement of teachers in research. Research is an important form for innovation and change in education, and the teacher should be able to modify his ideas and practices in the light of research. Also the lifelong education teacher might take on the role of applied researcher, and

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may be involved in action research, thus combining the functions of teacher and researcher (for a more detailed discussion and a description of experiences, see Carelli/Sachsenmeier, 1976). Through being involved in research, it appears that teachers might acquire especially useful insights into child psychology and development (Gage/Berliner, 1975). Naturally, there may always exist certain differences between the teachers' functions as researchers and the professional researchers. The former will look at phenomena from the more subjective perspective of classroom practice, and formulate findings in commonsense or more personal terms. The latter may tend towards a more objective perspective while generalizing across classrooms and schools, researching often independent of practice, and reporting their findings in established theoretical concepts.

Evaluation. Without any doubt, teachers will have to know how to design evaluation instruments. While applying the various procedures and methods, however, it appears important to keep the following three questions in mind:

a) What do I need my information for ? (i.e. is the test or evaluation method relevant to what I want to know ?)

b) How do I obtain this information ?

c) What does the information obtained actually tell me ?

Testing and evaluation, if sensibly applied, may provide systematic procedures and indicators of learners' performances. However, teachers must remember that tests only give an indication but not the whole picture of what has been learnt (Gage/Berliner, 1975). Therefore, test performance cannot be accepted mechanically, it must be interpreted and evaluated by the teachers, since tests are not infallible instruments and often have low reliability and validity. Teachers should acquire the skills as well as the self-confidence to be able to deviate from standardized evaluation procedures and to devise instruments adequate and appropriate for their specific classrooms and learning situation. In any case, they should be able to employ a variety of evaluation and information-seeking methods, such as tests, but also interviews, questionnaires, anecdotal records, etc. Also, lifelong education teachers should be able to avoid as far as possible the use of or should be able to modify punitive grading, making or reporting systems which may cause anxiety, stressful competition. Above all, lifelong education teachers should see evaluation not only as a means of assessing learners, but also as a basis for the revision of their own practice, in a formative way. An additional and interesting idea, the importance of the assessment of the appropriateness of the entire learning environment including the physical resources and environment, was introduced into the lifelong education debate by Skager (1977).

Structures and Organization: The Teachers' Clients. The discussion about the structures and organization in teacher education necessarily leads to the question as to whose interests these teachers are to serve, and how their clientele's interests may determine these aspects. Teachers have three easily observable levels of responsibility:

a) towards the children or learners;
b) towards the parents;
c) towards the society, or the state.

There is a recent trend in many countries leading to as much as a conflict between teachers' autonomy and public accountability. Internationally, teachers are increasingly becoming involved in decision-making regarding policies, often through representative administration.

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At the same time they are losing, to a certain degree, their classroom autonomy; often not to a single controlling authoriry (i.e. headteacher) but to their professional colleagues.

This appears to be due to increasing interaction among school subjects, ability groups, the various roles of teachers, and various school and non-school agencies. The new roles and tasks expected of the lifelong education teacher (IBE, 1975) demand, among other things, a greater degree of participation, often involving collaborative teaching as well as collaborative decision-making, e.g. with regard to determining syllabus, methods, materials, or even various forms of team teaching. This situation seems to lead to a state of functional interdependance involving a loss of the individual teacher's autonomy while increasing the potential for collective teachers' control. - In such a position, and in view of the changing self-concept of the teachers, both students and serving teachers will have to acquire and practice certain skills and conflict-solving strategies.

Staffing: The challenge of "deprofessionalization". It has already been stated earlier that the concept of lifelong education involves a basic challenge to the teachers' claim of the monopoly of knowledge. Currently in many professions, including that of the teacher, status and prestige appear to be more important that the real interests and basic needs of the clients. However, there is now also a noticeable trend to be seen against the development of greater public accountability within the teaching profession, i.e. greater community control as to the use and dissemination of knowledge, namely

a) towards clients' interest becoming more important than self-interest;
b) accountability being accentuated while autonomy becomes less important.
c) experience becoming more important than formal qualifications.

At the same time, we see an enlargement of the possible professional scope of the teacher, towards the function of a "human service expert"; this tendency also favours the use of paraprofessionals, non-teachers. Although especially teachers unions appear to resist such a trend (IBE 1975) it must be recognized that all occupations contain a large component of non-professional knowledge and technology, including intuition, common sense, traditional customs and habits, cultural and moral values. Professionals cannot claim to be more effective in the use of this non-professional knowledge and skills. Additionally, in many cases there exists the pretence, on the part of the professionals, of having a much greater range of exclusively professional knowledge and skills than, in fact, exists (for a more detailed discussion, cf. Walker et al., 1976). Although in various parts of the world the present trend seems to be going in the opposite direction, we would join those who see this as a temporary phenomenom and predict that on the whole the concept of the teacher will change towards an extended professionality, and will be more open to innovation. These predictions also include that there will be more practitioners, but that this may concur with lower status.

Also, formal education requirements will continue to become more flexible based on personality and life experience rather than formal academic achievement. The latter is supported by one of the basic assumptions behind lifelong education, namely that cognitive capacity in education is limited if knowledge is only acquired at a certain point in life, and also, that it is impracticable to let people acquire qualifications which became outdated while they are being acquired. Therefore, one of the tasks in teacher education would be not only to provide certain opportunities for the training of paraprofessions, as far as necessary and appropriate, but also to provide opportunities for students and serving teachers to find strategies for coping with, accepting and collaborating with this group in their daily work. This may well prove to be a massive task, involving a long process of reflection and change for the entire profession.

Teaching practice. This can not only be seen as a single time period, but as a coherent sequence of preparation, implementation, evaluation and adaptation spreading from early stages in training throughout the teachers' professional careers.

Since traditionally fairly little attention has been paid to students' and practicing teachers' actual teaching, it seems only appropriate to indicate some possible improvements as well as a few, selected ideas considered important in the context of teaching practice.

One of the most effective factors facilitating teaching practice and behaviour changes is a positive attitude towards change on the part of the trainee. Teacher education programmes will have to take this into account.

Another greatly stimulating factor appears to be that of actually felt needs for specific methods, approaches and techniques on the part of the trainee (Gage/Berliner, 1975; Walker et al., 1976). Such felt needs also encourage trainees to view positively the help rendered by some of the observation and self-monitoring techniques described earlier.

For the implementation of teaching it is absolutely necessary that practice be real (Lynch, 1977), even if it is scaled down in the early stages. Scaled down practice may be especially adequate - even for experienced teachers - when greater control is needed for the acquisition of a new skill. Microteaching can play a useful role in such contexts, so can peer-teaching when self-improvement is sought.

The most important aspect for the lifelong education teacher, however, is to be able to find adequate methods of improvement and training which allow him or her to monitor his or her own teaching and learning, thus helping him or her to maintain relevant learning throughout the professional career.

Conclusion

Approaches to teacher education must take into account both short-term and long term developments. It is quite clear that the above is an ideal picture, which has not yet been anywhere implemented in its totality. However, despite the present shortcomings in many educational systems, there exists the necessity to look into the future, and to give attention to the profound transformations which will gradually affect all education systems in the years to come.

Some of the major obstacles to introducing lifelong education teacher training systems are already well known. Others will hopefully come to light in the course of the present project and in the course of other investigations and researches.

It is also to be hoped that educational change itself will stimulate social change in the sense that changed educational procedures and attitudes will contribute to producing a new type of man equipped with new adaptive potential. It is also to be hoped that, in due course, the sheer quantity of educational innovations in the direction of lifelong education will turn into a new and more positive quality of education and social life.

III. LIFELONG EDUCATION COMPONENTS IN A TEACHER PREPARATION SYSTEM OR INSTITUTION x/

This chapter is meant to give an indication of the trends and perspectives of teacher education within the context of lifelong education. Of course, lifelong education would have important implications for the social system, and some of these are indicated in this paper, but only from the practical point of view of educational practices within an institution for the training of educational personnel.

The paper is divided into 6 sections representing various aspects of a teacher education system, (applying to both pre- and in-service training) A: Curriculum: objectives and content; B: Teaching/Learning methodology; C: Evaluation; D: Structures and organization; E: Staffing; F: Teaching Practice.

A. Curriculum: objectives and content

1. Helps students and serving teachers become aware of the need for lifelong learning. This would include not only appropriate skills, but also appropriate motivation, attitudes, values and a positive self-image.

2. Fosters abilities and motivation to go on learning throughout life.

3. Fosters an awareness that learning is something that goes on throughout life.

4. Acquaints students and serving teachers with the theoretical bases of lifelong education, and the role that this may play in the development of their nation and in solving the problems of their society.

5. Helps them identify and understand the characteristics of lifelong education and apply it to their own teaching, their own learning and their own lives, taking into account that the meaning of lifelong education may vary from case to case.

6. Helps them to "learn how to learn" recognizing that this process involves cognitive, motivational and socio-affective aspects:
   - (i) through the development of a wide range of basic skills and intellectual abilities;
   - (ii) through familiarisation with a number of learning strategies;
   - (iii) through exposure to a variety of methods and media;
   - (iv) through helping them to evaluate and plan their own learning.

7. Enables students and serving teachers to become aware of the wide range of areas of human learning of a formal, non-formal and informal type, their interrelatedness and the importance of each in the development of the whole individual; emphasizes the application of these concepts to the school curriculum.

8. Coordinates and distributes the content of teacher education in a rational and balanced way, and links the content of pre-service and in-service training in a continuum.

x/ This chapter reproduces, with minor changes, working paper 3 of the project.

9. Attempts to prevent too early specialization through the introduction of a broad central core of knowledge. This may include knowledge of self, knowledge of culture and society (e.g., of traditions, values and customs of students' own ethnic background), knowledge of work (preferably achieved through own work experience), and knowledge of the environment. Elements of conventional knowledge may be contained in all of these areas.

10. Includes study of the community and the learning processes within it, and encourages students and serving teachers to make similar investigations in respect of the communities served by schools in which they work.

11. Integrates learning in the training institution or system with other forms of learning in the community at various levels (e.g., local community, district or region) and encourages students and serving teachers to make similar links in their schools. Examples of such programmes include health, agriculture and political programmes.

12. Makes use of sources of learning and knowledge in the community, such as community organizations (e.g., unions, community centres, professional associations, church groups, political parties, etc.), community learning structures (libraries, museums, media-centres, cinemas, and mass media such as T.V., radio, press etc).

13. Links together learning taking place in family, schools, training institutions and the world of work, as parts of the same process.

B. <u>Teaching/learning methodology</u>

1. Employs a variety of methods emphasizing learning processes which go on throughout life. These include self-learning and self-directed learning as well as problem-solving approaches, project-oriented work, experience-based learning, etc. They also include inter-learning and group-learning, i.e., learning from others, and with others.

2. Fosters the development of communicative competence.

3. Fosters an inquiring attitude towards knowledge.

4. Fosters varied ways of acquiring and using knowledge.

5. Emphasizes methods which enhance the development of positive attitudes to learning on a lifelong basis, in students in the training institution and serving teachers, as well as in pupils in schools.

6. Fosters appropriate motivational-affective states, e.g., high motivation for lifelong learning, the establishment of a positive self-image as a lifelong learner; etc.

7. Emphasizes the very great range of human and material sources and resources for learning available in formal, non-formal and informal settings, and encourages students and serving teachers to use these in their teaching.

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8. Integrates theory and practice, and helps students and serving teachers to experience the results of their decisions and to find real-life opportunities for practising ideas and theories acquired, e.g., through co-operative learning with pupils, team-work with other specialists, colleagues, and members of other professions and the community, including fringe groups.

9. Involves trainees and serving teachers in educational research work, including experimental and other empirical approaches.

C. Evaluation

1. Emphasized the formative purpose of evaluation and examinations.

2. Fosters the capacity to evaluate knowledge and attitudes (e.g. towards development, innovations, and change).

3. Fosters a willingness and acceptance of the use of evaluation of all parties involved, e.g., the evaluation of students by instructors, and of instructors by the students.

4. Attempts an evaluation of conditions of learning as well as of the learner, thus assessing the suitability of the environment for lifelong learning.

5. Maintains a very flexible system of continuous evaluation of a formative purpose while employing a variety of modes and techniques, and training students and serving teachers to use these for themselves as well as in schools.

6. Emphasizes continually the importance of self-evaluation, and encourages students and serving teachers to develop an aptitude for this in themselves as well as in their pupils.

7. Continually emphasizes the importance of group evaluation, and gives students an opportunity to experience this both in the learning and in the teaching situation.

8. Gives recognition for community work and practical work experience.

9. Evaluates learning in terms of outcomes and competencies acquired rather than in terms of the methods or location of the learning. Thus, evaluation is not conceptualized solely in terms of formal diplomas or certificates.

D. Structures and organization

1. Recognizes more varied and flexible entry qualifications for students both with regard to age and profession. Accredits real life experience.

2. Places great importance on the non-formal, and informal ways of learning, and advances these by providing adequate support services, both for training and serving teachers.

3. Relates very closely with programmes in schools, other educational institutions, and with research centres.

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4. Plans the provision of pre-service and in-service teacher education and training as part of the same process securing flexible and multiple re-entry points. Ensures coherence and continuity between content and methods of training at the initial and in-service training stage by strengthening links between institutions in charge of initial and of in-service training, or through institutional arrangements within the educational system.

5. Maintains close links between training institutions and systems and the community, and accepts credits acquired in community work.

6. Maintains close links with and takes into account a great variety of other teaching and learning programmes of a non-school type.

7. Attempts to bring together various professions by, for example, offering joint training facilities and curricula for school teachers, community educators, and various other professions and professional groups, or through the joint use of buildings, equipment and expertise.

8. Emphasizes the value of participation, including the students' participation in their own preparation and that of other groups in such preparation, and the participation of pupils in their own learning.

9. Provides opportunities for participation, of concerned parties, e.g., involvement of staff, students, community, schools, in decision-making.

10. Maintains a flexible timetable and organizational structure encouraging change and innovation, and providing organizational structures which encourage lifelong education activities.

E. Staffing

1. In the selection and development of teacher training staff, great importance is placed on knowledge of and commitment to the ideals of lifelong education. Staff members will demonstrate that they themselves are lifelong learners by adhering to the value system and acquiring the skills of lifelong education.

2. Facilitates exchange of staff between college, schools, and other community education schemes, and encourages the staff to seek other experiences.

3. Recognizes that many people not specifically trained to do so could make important contributions to the learning taking place at the institution.

4. Invites workers in the community and other professionals into the training institution as teachers and demonstrators, and encourages students to make use of similar teachers in their schools.

5. Involves supervisors and administrators in both initial and in-service training, in order to encourage positive attitudes towards lifelong education.

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F. Teaching practice

1. Encourages students to apply the principle of lifelong education in their own classroom practice.

2. Affords students opportunities of "living" the role of the teacher.

3. Provides clearly organized links between theory and practice, and enables students to turn theoretical insights into practical behaviour.

4. Provides explicit experience in "filtering down" knowledge and practices relating to the lifelong education content and methodology.

5. Lays more emphasis on interpersonal skills and interactions, and develops an awareness and mastery of the skills and habits necessary for the future teacher working within a lifelong education framework.

6. Strongly emphasizes the sharing of knowledge, and the broader-than-traditional role of the teacher as a sharer and user of knowledge.

7. Develops a body of theory closely linked with the real life behaviour of teachers; i.e., a theoretical base for practice teaching and for the behavious of teachers in the light of lifelong education.

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3. Characteristics of the particular practice:

The intention of this aspect is to explore some specific features of the practice being studied, including, in particular, the innovative aspects of the case. The categories suggested below may not be exhaustive, and it may well be that the special features of the case will suggest additional categories and data.

Particular attention might be given to the following:

a) Characteristics of the target population: number of students involved; procedures and requirements for admission; distribution among the sexes; target groups; background of students (including information as to whether they are pre- or inservice);.....

b) Scope, variety and methods of educational activities (information required should concern itself with all the kinds of courses organized and all the professional groups aimed at): Curriculum; types of courses provided (both pre- and in-service); teaching-learning styles; length of cycle, total instructional time; division of time between didactic instruction, demonstration, practice, selfstudy, advisory services;....

c) Facilities and instructional aids: buildings, premises, library, media centres, etc.; character and source of printed materials, radio programs, TV correspondence courses, etc; degree and nature of integration between them; fitness to specific local needs and conditions and to particular learners; new facilities or multiple use of existing facilities;....

d) Characteristics and roles of administrative, instructional and other staff: number, qualifications, how recruited, trained and upgraded; extent and role of foreign personnel; career structure and incentives; division of instructional staff time among various tasks; staff turnover; extent of use of volunteers and part-time professionals.

e) Decision making (in curriculum as well as in structures):

Who takes decisions? What are the levels of decision-making? To what extent are staff, students, administrators, supervisors, professional bodies, schools and other institutions involved in decision-making? What are the procedures for decision-making? How do these various modalities ensure flexibility, etc.?....

f) Follow-up to instructional program: guidance, services and assistance in job placement and throughout the professional career; follow-up advisory services; further instructional sequences, and subsequent record of participants, as well as an assessment of the effects of in-service training, i.e. How many applied the training they had received? How many participated in further nonformal or formal education? How many benefited through better employment, higher income?....

g) Costs and Finance: it is realized that it will not always be possible to gather sufficient data with respect to cost and finance. A strong attempt, however, should be made to assess and identify the cost of the innovatory parts of the programme. This is important for an assessment of the generalizability of the case....

h) Principal bottlenecks, constraints and other difficulities encountered: shortages of financial resources, staff supply, instructional, institutional, and/or administrative rigidities and in-efficiencies; lack of coordination with other educational and development programs; lack of learner interest and motivation; vagueness of objectives, excessive diversity of learner group; inappropriate content,

APPENDIX I

DRAFT GUIDELINES FOR CASE STUDIES x/

It is realized that these guidelines will have to be applied flexibly owing to the wide diversity of cases, and will have to be adapted to the particular purpose of the case studies. The guidelines deal with both general and specific questions.

The amount of space dedicated to specific aspects of the case to be studied is not proportionate to the importance given to any of these. The major intention of these guidelines is to help identify, analyse and evaluate innovatory features of teacher education practices pertaining to the concept of lifelong education.

Many examples are given of the kinds of information coming under each specific heading. This is not meant to imply, however, that any one project will include all of these data. The purpose of listing a large number of examples is to assist in identifying that information which will be needed for each particular project.

1. Analysis of the national setting

This aspect of the case study would be concerned with the analysis of the practices in the specific national context, and should provide insights into the overall conditions within which the case being studied operates. Although careful selection is necessary, relevant aspects may include geographic, economic, demographic, political, educational, social and cultural characteristics. However, all the information given in this section should be directly related to the educational system of the country in question, and should be selected and presented in such a way as to aid persons unfamiliar with the country to understand problems and special issues in teacher training as it is carried out there (for example, in the case of demographic data, it might be useful to know who would be involved either on a full-time or part-time basis, in education or instruction). Characteristics may include size, educational profile and mobility of the population; condition and extent of services of formal and non-formal education programmes; provision and extent of teacher education services, both pre-service and in-service, in particular number of students, institutions, major recent trends and developments in any of these, etc...

2. Origin and context of the case

This aspect of the study is concerned with identifying the case in its specific setting, and obtaining information on its general typical or atypical features with regard to the national system, and the function of the particular practice within that system. In this respect, the following information seems to be particularly relevant.

When, how and why was the particular institution or system under study initiated ? What are its general features including a definition of relevant objectives and goals? What needs and problems was it intended to meet? How does it relate to the overall development of the educational system and of the country? What institutions, organizations and individuals (domestic or foreign) played major roles in initiating it? What is its operational history, i.e., how did the practice evolve after its initiation ? ...

.../...

x/ This appendix reproduces, with minor changes, working paper 4 of the project.

iii) Variety of styles and methods of instruction and learning: What new learning strategies and methods for both pupils and teachers have been introduced (including self-learning, inter-learning and group learning, as well as team-work with other specialists, colleagues, teachers, and members of other professions, and the community)? What has been done about the introduction of community-related components of teaching practice? What is the relationship with the associated schools? Are a wide variety of instructional procedures/methods applied, such as interaction and simulation exercises, micro-teaching, library studies, research activities, youth activities, visits to parents and community centers, study reports, self-studies, group work, learning systems, analysis by students, etc.? Are individualized teaching and learning developed? Are there any cross-class and cross school-level teaching-learning activities? How broad is the meaning attached to teaching practice? How does it relate to the life-long education concept?

iv) Conditions, Methods and Instruments for Self-learning: How does the curriculum contribute to the development of a wide range of basis skills and intellectual abilities, to the familiarization with the number of learning strategies, and how does it help the students in the planning of their own learning? Does the curriculum allow for a variety of learning styles, such as self-learning, self-directed learning, inter-learning, group learning? Is there a special emphasis on competencies related to self-directed learning and educability? What steps are involved in this?

d) Evaluation Aspects: What are the modalities of evaluation? Are conditions of learning assessed as well as of the learner? Is the learning environment taken into account? Is there a flexible system of evaluation? Is there an emphasis on the formative type of evaluation? Are self-evaluation and group evaluation practised by students, serving teachers and instructors, and if so, how? Is there provision for the evaluation of teacher training systems by all concerned?...

5. Evaluation of the Case

In addition to an analysis of selected practices, the study should also include an appraisal of the outcomes, effectiveness, pre-conditions and implications of the particular training programme, keeping in mind that the major objectives are (a) to train teachers professionally who (b) will themselves be lifelong learners and who (c) should develop in their pupils the attitudes, skills and abilities required for life-long education.

What are the qualitative and quantitative outcomes of the particular practices introduced? Did the new practices have the intended effect? What degree of success? What unintended effects? What impact? What are the reasons for successes and failures in impact? What are the preconditions and future prospects? What are the implications of the practice case studied for school curriculum? What are the manifestations, both in pre-service and in-service training, of lifelong education in the project? Which of these (relating e.g., to duration, content, methods, distribution of activities in time and space) has modified pre-service and/or in-service training and their integration? What are the implications for staff, supervisors, administrators, etc., and their preparation?

4. The innovative practices in the perspective of lifelong education

The analysis of the aspects and practices influenced by or of relevance for the concept of lifelong education is the major purpose of the case study. All information leading to the best possible understanding of the nature, principles, purpose, importance, success and preconditions of the practices relevant to lifelong education should be identified and analyzed. This involves the dual purpose of clarification of the theoretical implications of lifelong education for teacher education, and also the identification of ways for their implementation. Chapter III Lifelong Education Components in a Teacher Training System of Institution gives an indication of the kind of practices meant.

In this context, it also seems particularly important to identify the relative importance of the lifelong education practices within the institution or system. To what extent are these practices and changes supported by related adaptations of the major components of education, such as school, curriculum, evaluation, structure, etc.?

The items suggested below may help to cover aspects not spelt out previously. (Please refer also to Chapter III.)

a) Specific, local and national aspects of lifelong education: What are the specific principles, goals or objectives of lifelong education which have been explicitly accepted, endorsed or adopted in the country in which the case study is being carried out? How have these aspects been given concrete form through educational policies and strategies in the case being studied?

b) Structural Aspects: What are the aspects in structure, organization, staffing, etc. relevant to lifelong education e.g. how flexible are the organizational structures or other aspects of teacher training? Are nonformal ways of acquiring knowledge supported and encouraged? What are the support services for the latter? What are the links with other educational systems or agencies, especially schools? What are the relationships with the community and other community institutions? How are links with the families of students develope ? What provisions are made for the various phases of training? To what extent is participation by all concerned encouraged and facilitated? What other professionals apart from teachers are brought in to help with the courses offered? What schemes exist for the exchange of staff between institutions, schools, and other community education schemes?

c) Curricular Aspects: How does the curriculum contribute to an understanding of lifelong education, to the application of its principles in teaching and learning. This may include the following:

i) Measures taken to ensure the continuity and coherence of initial and in-service training: What provisions have been made to establish pre- and in-service training as a contiuuum? Is an attempt made to develop the aptitude for self-directed learning towards a total learning experience, including the affective domain and attitudinal change? How does curriculum foster in students positive attitudes to continued learning, a self-image of themselves as lifelong learners, and motivation for continued learning? Is there provision for serving teachers to become familiar with latest instructional methods and recent educational thought?

ii) Application of the principle of lifelong education in the curriculum with regard to both knowledge (cognitive domain) and attitudes and values (affective domain): What provisions have been made for students to experience participation in their curriculum? What provisions have been made for students' creative function, eg., in the preparation of their own materials, teaching aids, etc.?

Particular attention might be paid to the following points:

(a) Sustaining power: demonstrated capacity of the practice to survive and develop within the overall educational and societal setting; evidence of its acceptance by its main constituencies, i.e. schools, parents, administrators, teachers, pupils, students, politicians, community leaders, people responsible for development programmes, etc. Record of continued attraction of financial resources, staff talent, appropriate participants and entrants, as well as of intake of trained teachers by schools, etc.....

(b) Fitness to local and national circumstances:
evidence on whether or not and in what specific respects the programme was well suited to the requirements of lifelong education, well adapted to the interests and needs of trained educators and the schools, etc.; and to realistic local conditions and development prospects...

(c) Internal efficiency:
evidence as to whether efficient use has been made of staff, facilities materials and other educational agents in the training of future and serving educators; evidence of how well the immediate specific learning objectives were achieved; judgement of overall cost-effectiveness ratio between input costs and learning outputs....

(d) Economic and non-economic benefits: evid
evidence of what benefits of various sorts (both economic and non-economic) have accrued to students, instructors, administrators, pupils and to the community at large as a result of the new knowledge and skills and behavioural changes induced by the lifelong education practices...

(e) Significant side-effects and multiplier effects:
evidence of the effect of the innovatory practices in the direction of lifelong eduction on policies and practices elsewhere; spread of new and beneficial practices in teaching to non-participants in the programme; adoption by other nations of lessons gained in the programme...

(f) Economic feasibility: degree to which the costs, as actually experienced, are compatible with longterm domestic resource availabilities; comparison with possible alternative uses of the same scarce resources...

(g) Future outlook:
what plans are there for continuing, altering, improving or expanding the programme? Do these plans seem warranted in the light of previous experience and performance?...

Above all, it appears to be important to find out about the consequences of lifelong education strategies. Therefore, the following points would be particularly valuable, if evidence could be obtained.

(h) Short-term behavioural changes:
evidence of discernible changes in the behaviour of the various participants in the programme, including serving teachers, students, pupils at schools and the community at large along lifelong education lines; comparison of these observable behavioural changes with initial objectives of the programme.

(i) Long-term behavioural changes:
similar evidence for changes in the professional political and social life of students and serving teachers. Of course, to obtain

evidence of this kind may be outside what is practically possible within the scope of this study...

6. Significant Lessons

(a) Causes of success and difficulty:
What factors appear to account especially for the programme's performance (good, bad or indifferent)? What changes in the initial assumptions, conception and planning or in subsequent implementation might have improved the programme's performance substantially (either its internal efficiency or external productivity)? What steps have been taken or might be taken to remedy weaknesses and building greater strengths into the programme?...

(b) Applicability of lessons to other situations:
Which of the positive and negative factors in the present situation are likely to be found in a variety of other places? How transferable is this particular educational training programme to other situations? In the event of such transfer, what particular modifications should be especially considered and what main precautions observed? What in summary, are the most important life-long education principles which can be learnt from this particular experience which may usefully guide similar educational and developmental efforts elsewhere?...

(c) Comparative experience with similar approaches elsewhere:
Although this is an outcome primarily expected to be found in the final cross-analysis, experiences and data obtained in a particular case study may offer valuable advice, in relation to some of the following questions:

If information is available regarding experience with a similar educational programme applied elsewhere, what have been the comparative results? Why, for example, does it seem to have succeeded better in one place than another? Is it a type of approach that is likely to be viable (with moderate adaptation) in a wide variety of circumstances, or is it likely to work well in only a limited number of places where certain relatively unique preconditions are satisfied (e.g., a charismatic, devoted leader; a unique voluntary organization; unusually well-coordinated bureaucracies; unusual foreign aid, etc.).

(d) What are the lessons that could be drawn from this particular experience for the theory and concept of lifelong education?

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APPENDIX II [x]

A GENERAL FRAMEWORK FOR THE PREPARATION OF DESIGNS FOR CASE STUDIES

The purpose of this chapter is to help regional co-ordinators and/or people responsible for conducting case studies to plan the procedures they will follow. It is also intended to assist them in communicating what they intend to do. Documents based on this framework would be prepared before the commencement of a case study. - This document should not exceed 10 pages.

1. Title

   This should be clear and relatively brief. The same title, or a slight adaptation of this, may be used later for the title of the publication of the study.

2. Objectives

   They should be stated in specific terms, so as to indicate the scope and direction of the study, possible uses of the case study, etc. The objectives should take into account the significance of the study for Unesco as well as the local authorities. Specific problems and issues in the domain of lifebng education to which the study might make a substantial contribution should also be stated here.

3. Background and Setting

   Brief details of the institution(s) of system, including the geographical, social and educational background should be given. This information should help towards understanding the background of the case. To maintain a balance with other sections of the design, this section should not be longer than a page.

4. The Subject of Study

   After identifying the case to be studied in depth, it should be described in clear and precise terms in a paragraph or two. A definition of the important terms should also be included under this section.

5. Relationship of the Subject of Study to Lifelong Education

   Based on the preliminary review of the subject of study, those principles of lifelong education that appear to be closely related to the case should be specifically identified and their relationship with the subject of study stated.

6. Dimensions of the Study

   This section may include the following:

   (a) Scope and delimitation of the study;

   (b) Enumeration of the specific features of the educational practice to be taken up for intensive study;

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x/ This appendix reproduces, with minor changes, working paper 5 of the project.

(c) Practical implications of one or more features;

(d) Expected learning outcomes and other outcomes;

(e) Major questions.

7. Case Study Methods

The following information should be given here in a suitable way:

(a) Data sources;

(b) Techniques and instruments to be used for data collection;

(c) Design considerations, in terms of hypotheses or questions, sampling, data analysis, etc.

8. Reporting Procedures

(a) For the final report of the case study, the audience to which the report is to be addressed must be specifically mentioned. Other aspects such as the length of the report, type of presentation, readability, translation into other languages, etc. may also be considered.

(b) If any progress reports are to be sent to Unesco, the relevant details should be mentioned here.

9. Tentative Time Schedule

The total time estimated for the completion of the case study should be mentioned. This should then be broken down into a more detailed timetable, indicating the major items of work and the respective time targets.

5. Background and Setting of the Case (10 pages)

This section includes both characteristics of the national setting as well as of the origin and context of the particular institution to be studied. Please refer to Guidelines (Appendix 1) for details.

6. Lifelong Education Components in the Practice under Study: Overview of Changes Attempted (30-40 pages)

This section should include characteristics of the particular institution or system, and a detailed description of the innovative practices in the direction of lifelong education. Changes in the curricula, in practice teaching, and in the organization of pre-service and/or in-service training etc. should be described in detail. An attempt should be made to demonstrate the relationship between lifelong education principles and the particular practices studied.

7. Evaluation (30 pages)

This should a) include a presentation of the sources of data, instruments for data collection, procedures for data collection, etc., as well as b) a presentation of outcomes, and c) an interpretation of the outcomes in terms of their implications for lifelong education, the implications of lifelong education for teacher training, etc.

This section on evaluation should be mainly concerned with evaluating lifelong education components. Future outlook and the needs and purpose of improvement plans should be discussed as well as the generalizability of the particular practices involved. Please also refer to the Guidelines (Appendix I).

8. Summary (2-3 pages)

This should include a brief outline of the procedures of the study and of the major findings and outcomes as well as suggestions for the use of outcomes and for further research and developmental activities.

9. Appendices

As necessary. It is often helpful to provide copies of instruments used, a chronological list of decisions and steps taken, etc.

APPENDIX III

A TENTATIVE REPORTING OUTLINE FOR A CASE STUDY x/

This chapter is intended to assist people conducting case studies in the preparation of the final report. The document based on this outline would be prepared after the conclusion of the investigations related to the study.

The primary purpose of preparing a case study report is clear communication with readers who are unfamiliar with the particular national setting and have no access to additional information on the case. Consequently, it is important to provide a lot of basic information in a highly organized and easy to consult manner. This Reporting Outline which should be seen as being additional to the Draft Guidelines for Case Studies of Institutions or Systems for the Training of Educational Personnel (Appendix I) is intended to help in the writing of such a report.

The report should have approximately 100 pages. In this context, "1 page" means a page in the IBE series "Experiments and Innovations in Education". The suggestions for distribution made here are only tentative.

1. Title of the Study

   Since the study may be published, possibly in the IBE series "Experiments and Innovations in Education", the title might already contain an indication of lifelong education practices particular to this one case, e.g., "Community Orientation and Inter-learning: A Study of XYZ College", etc.

2. Introduction (3 pages)

   Brief statement of the particular problems or issues with which the case study is concerned. Brief statement about the genesis and relevance of the case study, and the significance of lifelong education as a guiding concept. Setting of the case study within the larger co-operative research project. Target audience.

3. Short Country Profile (1 page)

4. Plan, Procedures and Objectives of the Study (10 pages)

   Specific background and significance. Objectives should be stated in specific terms, so as to indicate the scope and direction of the study, possible uses of the case study, etc. The objectives should take into account the significance of the study for Unesco as well as for the participants. Procedures adapted for the research should also be described, as well as the scope of the study. Experience suggests that it is sometimes useful to present some of the information in a condensed way in the form of tables, diagrams and charts.

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x/ This appendix reproduces, with minor changes, working document 8 of the project.

2. Teaching and learning procedures:

- use of group learning
- self-directed learning
- project methods
- use of media and technology
- formsand methods of continuous learning
- use of non-professional instructors
- linking of school learning with work or community life
- linking of educative experiences in the teachers college with other educative agencies, both formal (such as other teachers colleges) or nonformal (such as museums, union centres, radio stations, etc.)
- etc.

3. Evaluation and accredition:

- self-evaluation
- group evaluation
- joint evaluation, for example by students and instructors
- involvement of students in evaluation
- formative evaluation
- guidance and counselling, self-setting of goals and tasks
- accrediting real-life experiences
- etc.

4. Institutional aspects:

- administrative practices
- staff-student relations
- internal governance
- scheduling and programming
- use of media and other resources
- development of links with other educative agencies
- admission and selection procedures and policies
- etc.

APPENDIX IV

Criteria for the selection of suitable institutions[1]

In order to determine whether a particular institution fits the UIE's specifications for participation in Project 4.15, it is clear that some guidelines are needed which indicate what kinds of educational practices are seen as suitable and what will be expected of the institutions which become involved. The purpose of the present document is to provide such guidelines. However, they should be regarded as mainly advisory and illustrative: for example lists of practices consistent with the principles of lifelong education are not meant to imply either that all practices listed are required in each participating institutions, or that only practices on the list are regarded as fitting in with lifelong education. Nonetheless, it is hoped that institutions selected will be characterized by their possession of a large number of similar characteristics, as a result of the guidelines offered here.

1. Level

The educational practices with which the project is to be concerned must involve training of people who will subsequently become teachers at primary (elementary) or secondary school level.

2. Nature of the training

The teacher training programme with which the project is concerned may be either pre-service or in-service.

3. Timing of the practices studied

The procedures to be case studied should already have been in progress for some time, so that their effects are already visible and it is possible to commence a study by June 1977. Nonetheless, the possibility also exists of including activities still in the process of being developed, provided that some of a concrete nature already exist to permit an analysis to be made.

4. Kinds of practices

The UIE is interested in case studies involving educational practices consistent with the principles of lifelong education, even when those practices were originally adopted without specific reference to life long education. Broadly speaking, such practices will be concerned with vertical integration or horizontal integration of teacher training, or else with the fostering of the personal prerequisites of teacher trainees both to be life-long learners themselves and to foster and develop lifelong learning capacities in pupils.

The following five points give some examples of what these principles might mean in practical terms for the training of teachers.

1. Content of teacher training:

   - introduction of courses about lifelong education;
   - courses in psychology, sociology, philosophy, etc. which analyze their subject matter from the point of view of lifelong education.
   - etc.

[1] This appendix reproduces, with minor changes, working paper 9 of the project.

1. Description of the practices involved

2. Evaluation of the effects of the practices

   - on student teachers

   - possibly on pupils

   - the evaluation may be qualitative or quantitative or a combination of the two

   - the evaluation is expected to be formal and supported by evidence

3. Analysis of the relationship of the practices case studied to the principles of lifelong education

   - their rationale

   - implications of the findings for further understanding of lifelong education

   - implications of the findings for the implementation of lifelong education

   - analysis of preconditions and inhibitory factors in the adoption of the practices

   - analysis of supportive factors

   - analysis of the implications of the practices for teachers' role, professional identify, recruitment, etc.

6. Work load for the participating institutions

Although it is not intended to lay down rules about how the study will proceed within each institution, it seems likely that it would have several basic stages, such as the following:

1. A period spent by the investigator(s) in gaining familiarity with the basic ideas of lifelong education, and with their implications for teachers and teacher training

2. Examination of local educational practices in these terms, and identification of the practices to be case studied

3. Development of a plan of work for a case study

4. Selection and/or design of tools and instruments

5. Collection of data, synthesis of experiences, carrying out of interviews, etc.

6. Analysis of data

7. Preparation of the final report.

5. Teaching practice:

- recognition of a wider variety of practice teaching experiences, such as work in youth clubs
- utilization of students as in-service training resources in colleges or schools
- changed emphasis in the kinds of skills regarded as involving good teaching
- involvement of school pupils in planning, evaluation or other learning activities
- etc.

6. Integration of initial and continuing training:

- use of college staff and facilities for in-service training of practising teachers on either a full-time or part-time basis
- organization of courses and programmes in such a way that they are linked with later training
- provision of courses and programmes for a wide variety of age groups
- what teacher training activities go on outside the institution?
- what other organizations or institutions are oriented towards the same goal of lifelong education?
- what other activities, whether in the form of institutions or not (e.g., resource centres, correspondence teaching, radio teaching and the like) exist?
- what are the means, either already in existence or planned, for establishing educational integration between the activities of the teacher training institution and other elements of the system of training such as those previously mentioned? Could one consider that the case under study is really a genuine system of continuing education?
- etc.

It is not expected that any one institution will apply all of these practices, while others are no doubt equally valid. However, it is expected that there will be a clear link between the practices being case studied and the principles of lifelong education. Institutions whose educational practices cannot clearly be related to lifelong education will not be suitable for inclusion in the project.

5. Method

Although a detailed document concerning the methodology of the case studies is to be distributed, a number of basic principles can be stated here. It seems likely that each case study will involve three broad elements. These should not be ignored when the suitability of an institution or system is being considered for possible inclusion in the project.

7. Personnel resources

The project will require one or more qualified local investigators. This will involve, on the part of the institution:

1. Identification of a qualified person or persons
   - suitably experienced
   - able to carry out the case study
   - willing to become familiar with lifelong education and to make the necessary analysis
   - able to prepare a written report
2. Willingness to make the investigator's available
   - to attend meetings
   - to devote a great deal of time to the project for a period of one full year

8. Material resources

Participating institutions will necessarily incur local expenses, despite the fact that the international expenses are to be met by the UIE and other sponsoring bodies. These costs would include, for example:

1. Costs of purchasing or preparing tools
2. Costs of preparing local reports
3. Costs of any local dissemination of information, briefing and debriefing of participants, and so on.

9. Institutional willingness

A participating institution should be willing to subject itself to scrutiny, and that the necessary level of co-operation of administrators, instructors, students, schools in which practice teaching is to be done, and similar interested parties should be obtained. In past projects, some investigators have been unable to carry out a project which was excellent in all other respects, because they could not secure the co-operation of all the different groups involved.